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YOUNG ADULT EDUCATION, ABSTRACTS OF RESEARCH ON VARIABLES RELEVANT TO PARTICIPATION IN EDUCATIVE ACTIVITY BY NON-COLLEGE BOUND YOUNG ADULTS.

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Abstracts were prepared in conjunction with a research project designed to identify correlates of extent of educative activity of young men and women under age 25 who either dropped out from high school, or who graduated but who did not continue for any full time post high school education. The list is exceedingly selective in that it includes references that appeared relevant to the objectives of one specific research project, excluding those research reports and summaries that were available to the investigators. Because multiple copies of the set of abstracts were needed by the project team, additional copies were prepared for other interested researchers. (author/aj)

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YOUNG ADULT EDUCATION

Abstracts of Research on Variables Relevant to Participation in Educative Activity by Non-College Bound Young Adults

Alan B. Knox
Christopher Carlson

The following set of abstracts were prepared in conjunction with a research project designed to identify correlates of extent of educative activity of young men and women under age 25 who either dropped out from high school, or who graduated, but who did not continue for any full time post high school education. The set is exceedingly selective in that it includes references that appeared relevant to the objectives of one specific research project, excluding those research reports and summaries that were available to the investigators. Because multiple copies of the following set of abstracts were needed by the project team, additional copies were prepared for other interested researchers.

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1. I. Becker, H. S., and Strauss, A. L., (1956), "Careers, Personality and Adult Socialization," American Journal of Sociology. 62: 253-263. (T. C. 2nd fl. lib. Microfilm)

II. Comments

This article is a somewhat general discourse on the nature of career dynamics. The effects of these dynamics on personality are also discussed

2. I. Beilin, Harry (1955), "The Application of General Developmental Principles to the Vocational Area," Journal of Counseling Psychology, 2: 53-57. (T. C. 2nd Fl. lib.)

II. Comments

In developing his thesis that the development of vocational choice is but one aspect of general human development, the author demonstrates the applicability of 10 principles of psychological and physical development (e.g., continuity, irreversibility, differentiation and integration, developmental pre-eminence) to the area of vocational choice. It is shown that the Super and Ginzberg theories of vocational development are special cases of general developmental theory. The "point-in-time" theory of occupational choice which involves perceiving the nature of choice as the result of forces at work either within or upon the individual at the time the choice is being made or sustained, is held to be less adequate as an explanation of the occupational phenomena in question than general developmental theory.

3. I. Bills, Robert E., Vance, Edgar L., and McLean, Orison S., "An Index of Adjustment and Values", Journal of Consulting Psychology, 15: 257-261.

II. Report

Several authors have asserted that the basic human need is the drive to preserve and enhance self-organization. Lecky (8) emphasized the drive to maintain or enhance the consistency of the core of the personality, the value system. Snygg and Combs (12) prefer a different formulation and see as the fundamental need in behavior the maintenance and enhancement of the phenomenal self. Rogers (10) apparently includes physiological and psychological aspects in his basic drive and asserts the need to maintain or enhance self-organization. Stagner (13) holds that the self functions as a perceptual object for the individual, who, in turn, seeks to maintain perceptual constancy with regard to it. All of these views appear to have much in common.

Enhancement of psychological organization implies two characteristics: (1) that the individual has information relative to his present self-organization, and (2) that the individual has a view of himself as he wishes to be. The former been called the "self-concept" by Raimy (9) and the latter will be designated in this paper as the "concept of the ideal self."

From the point of view of phenomenological psychology, maladjustment may be defined as any discrepancy between the concept of self and the concept of the ideal self. For practical purposes it may be assumed that maladjustment exists when the discrepancy between the concept of the ideal self is great enough to cause unhappiness. For the sake of clarity it should be noted thatthis is a definition of personal maladjustment. Social maladjustment results from a conflict of the values of the individual with the values of his society.

The concept of self may be further defined as the traits and values which the individual has accepted as definitions of himself. Values are derived from traits, a trait being an adjective which may be used to describe a person. A value is a trait which the individual considers desirable.

The possession or acquisition of a particular value in the opinion of an individual makes him a better person. Being a particular kind of person, for example, being academic, is a value if possessing it causes the individual to feel he is a better person in his own eyes. Thus, traits are examined in light of our philosophy of life and become values or are rejected in accordance with their consistency with our value system or philosophy. The philosophy of life, the value system of the individual, and the concept of the ideal self are synonomous. The goal in life is to produce consistency within the value system. It is the striving for maintenance and enhancement of the consistency within the value system that motivates behavior.

Important in this system of thought are definitions of attitudes. An attitude is an evaluation. An individual may have attitudes toward traits, interests, and self. 1. An attitude toward a trait is a feeling or evaluation as to whether or not a certain trait constitutes a value. 2. An attitude toward self is a feeling or evaluation by the individual as to whether or not a trait which he possesses in a given amount constitutes a value. 3. An attitude toward an interest is a feeling as to whether or not this interest is helpful in maintaining or achieving a value or values. An interest is here considered to be a means or path by which we achieve values. An interest is any behavior which is pursued by an individual with the evaluation that this activity will enable him to attain the values which he has accepted for himself.

The Index of Adjustment and Values was designed to test the theoretical formulations given above, to serve as a research tool, and to assess changes in adjustment which occur during psychotherapy. In addition it may prove useful in revealing changes which occur within the individual's value system as a result of therapy by an examination of the individual items before and after therapy. In order to satisfy the requirements implicit in the rationale stated above and to assess changes in adjustment it is necessary to obtain measures of: (1) the self-concept of the individual; (2) the attitude which the individual holds toward himself in his present condition; and (3) the individual's concept of his ideal self, that is, the values toward which he is striving. The total of the discrepancies between the self-concept and the concept of the ideal self would be a measure of adjustment.

The purposes of the Index are strikingly similar to those basic to current investigations into personality theory which use Stephenson's Q Technique (14) and are now in progress at the Counseling Center of the University of Chicago (10, p.140). The Chicago investigations use a sample of a universe of self-referent statements obtained from recordings of client-centered therapy cases, whereas the Index is based on a sample of traits and values. It is quite possible that underlying the self-referent statements of the Chicago investigation are traits and values similar to those used in the Index. If this is true then the findings in the two lines of work should be similar.

To arrive at the Index a sample of 124 words was taken from Allport's list of 17,953 traits (2). In selecting this sample an effort was made to choose those items which occur frequently in client-centered interviews and which seem to present clear examples of self-concept definitions. It was hoped in this way to obtain an index which would show adequate test-retest reliability.

The 124 words which were selected were arranged in a vertical list and the words were followed by three blank columns. The subjects were asked to use each of the words to complete the sentence "I am a (an)_____ person" and to indicate on a five-point scale how much of the time this statement was like them. This rating was placed in the blank in Column I. The use of rating number one indicated a rating of seldom; number two, a rating of occasionally; number three, a rating of about half the time; number four, a rating of a good deal of the time; and number five, a rating of most of the time. Column I sampled, then, the concept of self.

The subjects were also instructed to indicate, in the second blank, a rating which would tell how they felt about themselves as described in the first blank. The ratings are as follows: (1) I very much dislike being as I am in this respect; (2) I dislike being as I am in this respect; (3) I neither dislike being as I am nor like being as I am in this respect; (4) I like being as I am in this respect; (5) I very much like being as I am in this respect. The sum of Column II measured acceptance of self.

The subjects were likewise instructed to use each of the words to complete the sentence, "I would like to be a (an)_____ person" and to indicate in the third blank how much of the time they would like this trait to be characteristic of them. The same ratings were used as in the first blank. Thus, Column III sampled the concept of the ideal self.

The subjects were further instructed to complete the three ratings for each of the words before going to the next trait.

The list of 124 traits was given to 44 subjects and three weeks later it was given again to the same group. When the total number of ratings given by each student (376 on each test) is considered, it is doubtful that any part of the reliability of the test can be attributed to the memory of answers given on the first test. When the total acceptance of self scores (sum of Column II) on the first administration were correlated with the same scores on the second administration an r of .67 was obtained. Likewise a coefficient of .68 was obtained when a correlation of the discrepancy scores (difference between Column I and Column III summed without regard for sign) was made. Both of these coefficients are significantly different from zero at less than the .01 level of confidence.

The results of the above 44 tests were subjected to an item analysis to eliminate unreliable items. This analysis was accomplished by determining the difference between the ratings given in Column III on each test by each subject and totaling these differences to determine the total difference for each word and the total difference for each subject. Words which showed a greater variation than the variations of the subjects making the ratings were considered unreliable. This analysis resulted in the retention of the following 49 words: acceptable, accurate, alert, ambitious, annoying, busy, calm, charming, clever, competent, confident, considerate, cruel, democratic, dependable, economical, efficient, fearful, friendly, fashionable, helpful, intellectual, kind, logical, meddlesome, merry, mature, nervous, normal, optimistic, poised, purposeful, reasonable, reckless, responsible, sarcastic, sincere, stable, studious, successful, stubborn, tactful, teachable, useful, worthy, broadminded, businesslike, competitive, and faultfinding. The above is the order in which the traits appeared on the Index.

Reliability of the Index

The revised index was given to 237 students at the University of Kentucky. When the acceptance of self scores (Column II of the Index) for each subject on the odd-numbered items were correlated with the acceptance of self scores on the even-numbered items a corrected r of .91 was obtained. This coefficient is significantly different from zero at less than the .001 level of confidence. The corrected split-half reliability of the discrepancy scores (difference between Column I and Column III summed without regard for sign) using odd-numbered versus even-numbered items was .88 for the same group. This coefficient is likewise significantly different from zero at less than the .001 level of confidence.

The Index was re-administered to 175 of the above 237 subjects six weeks after the first testing. The test-retest reliability of the acceptance of self scores for this group was .83 and for the discrepancy scores was .87. Both of these coefficients are significantly different from zero at less than the .001 level of confidence. These data show that the acceptance of self and discrepancy scores are reliable measures.

The acceptance of self and discrepancy scores of the above 175 subjects on their first test were correlated and a coefficient of --.77 was obtained. This coefficient is also significantly different from zero at less than the .001 level of confidence. These data show that those persons who score high on acceptance of self score low on discrepancy and those people with low acceptance of self scores show high discrepancy scores.

Norms

The Index has been administered thus far to a total of 482 subjects, all college students. Scores for discrepancy and for acceptance of self are available for this group. The responses on each item in Columns I and III have been tabulated for 325 persons in this group. The distribution of acceptance of self and discrepancy scores approximate normal distributions. More cases are in the process of examination.

Validity

The following investigations represent efforts to establish the validity of the Index.

Rorschach Results. Twenty female college students who were volunteers were first given the Index and then a Rorschach examination. The Rorschachs were divided into two groups on the basis of the presence of neurotic or psychotic signs as found in Klopfer (7). This division placed 15 records in the first group and five in the latter. The acceptance of self scores of 14 of the 15 records having neurotic signs were below the mean of the 482 standardization subjects and all five of the records showing psychotic signs were above this mean. Thus, the mean of the acceptance of self scores appears to be dividing neurotic and psychotic groups. It should be emphasized, though, that these were experimental subjects and not therapy cases. One of the psychotic records came from a subject who had been hospitalized.

Two judges, working independently of each other, ranked the five records with psychotic signs for level of adjustment. There was perfect agreement between the judges on the rankings. The subjects were also ranked in respect to their deviation from the mean of the acceptance of self scores. When these two ranks were correlated a rho of 1.00 was obtained. This rho is significantly different from zero at the .01 level of confidence.

One judge ranked the 15 Rorschach records with neurotic signs according to level of adjustment. These subjects were likewise ranked on the deviations of their acceptance of self scores given by the standardization group. This correlation gave a rho of .60, which is significantly different from zero at the .05 level of confidence.

It has been mentioned above that the acceptance of self scores given by the standardization group approximate a normal distribution. According to the Rorschach data, deviations below the mean of the standardization group are in the neurotic direction and deviations above the mean are in the psychotic direction. Normal scores seem to be centered around the mean of the distribution.

The Rorschach, thus at least partially validates the acceptance of self score as a measure of adjustment. The Rorschachs also partially validate the mean acceptance of self score as an important dividing point.

Student-Centered Teaching. Several studies have shown that positive therapeutic effects follow the application of client-centered therapy methods to the classroom in the form of student-centered teaching techniques (1, 3, 4, 5, 6, 10, 11, 12). It was predicted that the gains in adjustment resulting from these classes would be reflected in a change in scores on the Index. More specifically it was predicted that both the acceptance of self scores and the discrepancy scores would move a significant amount in the direction of the population mean for these scores.

Three classes in mental hygiene were tested at the beginning of the semester course and again at the end of the course. The three classes included 38 students. As a result of the chance variations in scores it would be expected that at the .05 level of confidence one of 20 scores would vary more than 1.97 times the standard error of measurement of the Index calculated from the standard deviation of Column II and the test-retest re-

liability coefficient of Column II. Thus, it would be predicted that by chance alone two of the 38 students would show a change in acceptance of self scores greater than 1.97 times the standard error measurement. As a result of the test-retest of the three student-centered teaching classes it was determined that 14 of the students or seven times the expected number had made changes greater than the statistical criterion.

The conclusion that the Index measures the predicted changes and so constitutes a valid measure of these changes was thus strengthened, but a possible source of error lies in the length of the test-retest period for which the reliability was calculated. Data are being collected at the present time to test the reliability coefficient over a period of one semester. These data will serve as a source of controls for further investigation.

Threat from Self versus Threat from Others. If the sum of Column II of the Index measures, as it is purported to do, the acceptance of self then those subjects who rate themselves below the mean of the population are less accepting of self and those subjects who rate themselves above the population mean are more accepting of self. It follows, also, that subjects who score below the mean should blame themselves for their unhappiness in life since they feel they are essentially weak, whereas subjects who score above the mean would be ready to blame other people and factors outside themselves for their unhappiness.

Students in two classes were told that "all people are at least somewhat unhappy. This does not necessarily mean that you are an unhappy person but that you may not be completely happy. Will you please briefly itemize the reasons for your unhappiness?" These students had been tested with the Index one week prior to this exercise and at that time they were assigned numbers to keep their identities anonymous. The students were asked to place the same number on the list of reasons for unhappiness. Data were thus available on this question from 142 students.

The statements which the students made were scored independently by two judges for the direction of perceived threat. On one class the judges were in agreement in 75 per cent of the cases and on the other class the judges agreed in 74 per cent of the cases. In the cases in which the judges disagreed, agreement was arrived at in conference. A dichotomous chi-square was computed using for one dichotomy scores above and below the mean for acceptance of self and for the other dichotomy threat from self versus threat from outside self. The calculated chi-square was 24.6. This chi-square may be interpreted to mean that at less than the .001 level of confidence the distribution was significantly different from chance. Acceptance of self scores below the population mean were significantly related to threat from self and acceptance of self scores above the population mean were significantly related to threat from others.

Conclusion

The data show that the Index of Adjustment and Values is a reliable instrument which should prove useful as a research tool. Further study of the reliability of the total scores and the individual items appears necessary. Data which are now being collected should be useful in this problem.

The data which have been collected indicate that the Index is valid. The results thus far have been encouraging, and further validation studies are now in progress.

Summary

By use of 49 traits an Index of Adjustment and Values has been designed which appears to measure the values of a person, his acceptance of self, and the discrepancy which exists between his concept of self and his concept of his ideal self. Corrected split-half reliability coefficients of .91 and .88 were obtained for a group of 237 students. Test-retest reliability coefficients over a period of six weeks for a group of 175 students were .83 and .87. Three studies indicate that the Index is a valid measure of adjustment and values.

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4 I. Bibliographic citation

Boggs, Stephen T. (1963), "The Values of Laboratory Workers: A Study of Occupational Aspirations," Human Organization, 22: 209-217. (T. C. 2nd Fl. lib.)

II. Problem, thesis, objectives

This study was designed to investigate how the emphasis on vocational advancement, (i.e., moving up in a hierarchy of tasks which are graded in prestige and carry differential rewards), is affected when the occupational setting is such that advancement appears to be unobtainable. However, certain other variables are also related to emphasis on advancement.

III. Concepts and variables

In addition to their attitudes toward advancement, the subjects were assessed for value orientation. Those subjects most concerned with security, pay, or retirement were classified as having an extrinsic value orientation; those who valued the kind of work done, skill, responsibility, recognition, or freedom, were classified as having an intrinsic value orientation. Information concerning job tenure, father's occupation, denial of promotion, and kind of work desired, was also obtained.

IV. Data collection techniques

A sample was drawn from personnel lists of all males in the positions of research assistant or technician in the laboratories of a large government research organization. The major difference between the two positions is in the amount of education they require. Research assistants must have the equivalent of a college degree, while over half of the technicians have no college training at all. Occupants of both positions in this organization face a rigid ceiling upon advancement if they do not obtain doctorates, and they encounter this ceiling early in their careers. There were no Ph.D's in the sample. One hundred eighty-four (184) men returned completed questionnaires of whom 150 were then interviewed with an end to clarifying the questionnaire data. (No systematic reasons were given for not interviewing all 184 subjects who supplied data used in the study.)

V. Techniques of analysis

Emphasis on advancement was related to value orientation and organizational position (research assistant or technician). Job tenure, father's occupation (as an indication of social class), denial of promotion, and other factors were also related to emphasis on advancement and value orientation respectively. Reported differences were significant at the .05 level using the Chi-square test.

VI. Hypotheses, findings, conclusions

It was found that assistants and technicians working in a research laboratory do not emphasize advancement on the job less when they personally encounter a ceiling upon their advancement. Rather, when promotion is seen to be impossible, the tendency is, quite clearly, to regard advancement, in the sense of performing higher status work, as the most important feature of the job. Those who are most likely to emphasize the intrinsic features of their jobs regard advancement on the job as more important once they have reached such a ceiling. No consistent class differences in emphasis upon advancement were observed when the structure of opportunity is taken into account. Technicians, who have been overwhelmingly recruited from the working class, appear to emphasize advancement less often than assistants, more of whom come from middle class backgrounds; but the latter have more objective opportunities outside the organization.

VII. The only part of the questionnaire used in the study that is described is in the section dealing with the assessment of value orientation, which is as follows:

1. As you think of a life's work, which of the following is most important to you personally?
   steady employment
   amount of pay
   retirement possibilities
   opportunity for advancement
   the kind of work I do

2. Suppose you were trying to decide between two jobs now--say your present job and another job in a laboratory. Which of the following things would you consider most important in making up your mind?
   how long the job might last
   amount of pay
   opportunity for advancement
   amount of skill required
   amount of responsibility
   recognition
   a certain amount of freedom

Answers were classified as stated in III above. Each of the answers was intended to be logically independent of advancement though many of the men did not regard them that way. The investigator discussed at considerable length his speculations as to the factors responsible for his empirical findings.

5 I. Bibliographic citation

Cass, J. C., and Tiedeman, D. V. (1960), "Vocational Development, the Election of a Secondary School Curriculum, and Public Policy," Personnel and Guidance Journal, 38: 538-545. (T. C. 2nd Fl. lib.)

II. Problem, thesis, objectives

The purpose of this study is to test the predictive significance of several variables thought to be connected with the choice of high school curriculum by high school freshmen.

III. Concepts and variables

The variables chosen were age, sex, family income, and those measured by the following instruments:

1. Otis Quick-Scoring (Beta) Mental Ability Test, Form CM.
2. Kuder Preference Record, Vocational (Form CM--10 part scores)
3. Bennett and Fry Mechanical Comprehension Test (Form AA)
4. Minnesota Clerical Test -- Numbers and Names Tests
5. Minnesota Paper Form Board (Form AA)

IV. Data collection techniques

The tests were administered to 884 beginning freshmen in nine secondary schools in Maine during the last week in September and the first week in October, 1951. Age, sex and parents' occupations were obtained simultaneously. The nine schools chosen constitute all of the schools in the state offering the following six curricula: college preparatory, general, commercial, home economics, industrial arts, and agriculture. By the end of the sophomore year when curriculum status was ascertained, attrition had narrowed the sample to 466 subjects (only those successfully pursuing differentiated curricula were used).

V. Techniques of analysis

Data for all subjects were pooled for subsequent analysis. One third of the 466 subjects finally available for study was withheld for cross-validation of the curriculum predictions. This third was selected by stratified random sampling. A discriminant function analysis of the data was performed.

VI. Hypotheses, findings, conclusions

Three of the potential five linear composites (discriminant functions) of these variables are required to exhaust the differentiation of curriculum choices provided by the 18 variables. Sex is the most important variable of the most important of the discriminant functions (66.3 per cent of total discriminating variation). Only boys elect industrial arts or agriculture; only girls elect home economics. A small fraction of boys elect the commercial curriculum. Boys and girls elect the college and general curricula in nearly equal proportion. The second discriminant (19.0 per cent) differentiates the college oriented group from the remainder, but largely in terms of

age for grade, family economic circumstance and orientation to academic area. The third discriminant (9.1 per cent) differentiates the two vocational areas chosen by young men. The young women in the home economics or commercial curricula are not well differentiated by these 18 variables. To discover how well the determinants predict, the set of 18 scores for each of the subjects in the stratified random sample (one third of the total at the end of the sophomore year) was transformed to the discriminant space defined by the original analysis. The Chi-square distance of each point (set of three scores) so transformed was then determined in relation to the centroids of each of the original groups making use of the dispersion information found only in the original sample. Curriculum choice was then predicted according to the distance of a point for each centroid. Prediction was in terms of the nearest group in the Chi-square sense of proximity. Forty-seven subjects, or about one third of the sample were predicted to elect what they did. Taking into consideration the original tested subjects who, for various reasons were not around at the end of the sophomore year, a counselor could expect to predict the exact curriculum in a secondary school in Maine for about only one-sixth of his counselees. He could expect to predict college, general, or male or female programs of vocational education in about 31 per cent of the freshmen group, and to bracket the exact curriculum among the top two possibilities in only about 34 per cent of the group.

VII. If certain variables could be isolated that demonstrated an important predictable influence on type of curriculum pursued in high school, these same variables would certainly be worth considering in relation to post high school but non-terminal educative activity. Unfortunately, in this study the variables employed have only a modest predictive capacity in spite of their seemingly obvious connection with curriculum choice. The investigators admit that their choice of variables constituted a weakness in the study, and maintain that if they were to replicate it, they would choose differently and on the basis of recent theoretical trends.

6 I. Bibliographic citation

Centers, Richard (1948), "Motivational Aspects of Occupational Stratification," Journal of Social Psychology, 28: 187-217. (T. C. Lib. 2nd Fl.)

II. Problem, thesis, objectives

This study explores the relationship between job stratification (e.g. white collar vis a vis blue collar occupations) and certain motivational phenomena.

III. Concepts and variables

Specific variables are subsumed under three general areas:

a. Satisfactions and frustrations in the individuals contemporary work life.

b. Concrete aspirations for improvement of status of self and children.

c. Relatively abstract and generalized goals or values (e.g. leadership, esteem, self-expression, security, etc.)

IV. Data collection techniques

Person to person interviews were administered to 1100 men who constituted a representative cross-section of the adult white male population by Princeton's Office of Public Opinion Research. Interview items were developed with respect to the above variables.

V. Techniques of analysis

Subjects were categorized according to occupation and percentage differences between the variables for the respective occupations were compared.
The statistical reliability of the differences was computed to give limits well within the .05 level of confidence.

VI. Hypotheses, findings, conclusions

Results of the study are given in considerable detail, both in respect to discussion and graphic representation. However, the findings are generalized as follows:

1. Distinct differences appear among the occupational groups with respect to job satisfaction--persons in upper job strata tending to be satisfied, those in low strata tending to be unsatisfied.

2. Occupational strata differ with respect to the reasons given for liking or disliking jobs.

3. Large and statistically significant differences are found on the question of satisfaction with opportunities for advancement. Those in low strata occupations tend to think their chances for advancement are not good.

4. Those in low strata tend to think that they do not have as good an opportunity to enjoy life as they should have.

5. The higher the persons occupation, the more frequently he expresses the hope or expectation of going higher in the occupational hierarchy.

6. People in all occupational strata have generally high aspirations for their children's educations, but the lower the individual's

position on the occupational scale, the lower the aspiration he has for his children. Also, persons in urban occupational strata express higher educational aspirations for their sons than for their daughters.

7. Higher occupational groups characteristically and consistently manifest a preference for situations providing for self-expression, leadership and interesting experience; the lower groups strongly emphasize their craving for security and a desire for independence, autonomy, or freedom.

VII. Centers never actually describes his interview schedule, although he does discuss at some length items that appear on it. Information in regard to the length of the interview schedule or the number of items it contains is not given.

Apparently, most of the items are of an extremely straight-forward nature (judging from those discussed in the article), as are the following examples:

"Are you satisfied or dissatisfied with your present job?"

"Do you think your pay or salary is as high as it should be or do you think you deserve more?"

"Do you think you have as good a chance to enjoy life as you should have?"

In dealing with the variables included in "abstract and generalized goals and values," Centers developed 10 items which were printed on a card and handed to the subject who was then asked to indicate his first, second, and third choices. The items are listed below. To the left of each appears the variable in respect to which it was designed.

Leadership	A.	A job where you could be a leader.
Interesting Experience	B.	A very interesting job.
Esteem	C.	A job where you would be looked upon very highly by your fellow men.
Power	D.	A job where you could be boss.
Security	E.	A job which you were absolutely sure of getting.
Self-Expression	F.	A job where you could express your feelings, ideas, talent, or skill.
Profit	G.	A very highly paid job.
Fame	H.	A job where you could make a name for yourself or become famous.
Social Service	I.	A job where you could help other people
Independence	J.	A job where you could work more or less on your own.

According to Centers, this format proved to be less confusing or inhibiting than having the subjects give rated responses to the respective questions.

7 I. Bibliographic citation

Congdon, R. G., "Personality Factors and the Capacity to Meet Demands," Personnel and Guidance Journal, (1964), 42: 767-771. (T. C. 2nd Fl. Lib.)

II. Problem, thesis, objectives

This study is concerned with testing the usefulness of the following three propositions for explaining variations in the adequacy of human functioning in response to required academic tasks:

1. Variations in functioning in pursuit of a goal are related to the degree of similarity a subject perceives between his own behavior and that of his parents: adequate functioning is associated with moderate similarity; less adequate functioning, with extremes of either similarity or dissimilarity. Moderate similarity and adequate functioning are presumed to reflect a positive parental evaluation and a lack of extreme defensiveness; an extreme of either similarity or dissimilarity, along with less adequate functioning, presumably reflects a negative parental evaluation and marked defensiveness in the parental relationship.

2. Variations in functioning are related to the degree of reality orientation of the individual as demonstrated by a capacity for self-involvement in required tasks in contrast to the avoidance of such involvement.

3. Variations in functioning while not dependent upon any one pattern of interpersonal relationships reflect a degree of interpersonal disturbance as characterized by conflict or reaction formation.

III. Concepts and variables

Scores on nine variables bear upon the representation of a students similarity to his parents. Two were derived from a specially designed instrument (a similarity scale), and seven were based on a group administration of the mother and father cards of the TAT.

The readiness of individuals to involve themselves in imposed tasks or problem situations was the measure of reality orientation or avoidance. Four variables resulted from the use of two task oriented incomplete story stems.

The nine cluster scores of the Stern Activities Index were taken as the primary data on interpersonal patterns. Means of the several clusters yielded nine interpersonal variables. These variables were also analyzed with respect to self-other and active-passive dimensions.

IV. Data collection techniques

Data were obtained from 178 freshmen in a technology curriculum at a state university. The group was homogeneous with respect to age, sex, acceptability to a university college of technology, and middle class socio-economic background.

V. Techniques of analysis

Grades were available for those freshmen who completed a physics course required in the second half of the first year. This course had proved to be the key hurdle in the early part of the curriculum. The subjects were divided into the following three groups thought to embody the major trends which the academic development of technology students took during their first year at the university:

Group 1. Those who passed required courses and were eligible to take the physics course and either passed it (Group 1-1) or failed it (Group 1-2).

Group 2. Those who encountered serious academic difficulty in the first half of the year and either were ineligible for the physics course (Group 2-1) or withdrew from the university (Group 2-2).

Group 3. Those, who in the absence of disqualifying grades, voluntarily shifted into another college within the university (Group 3-1) or withdrew from the university (Group 3-2). The expected curvilinear relationship between perceived similarity to parents and performance independent of ability in physics was tested by the correlation ratio. The variance of each variable was analyzed in relation to the outcome of the subject's original intention to pursue work in technology.

VI. Hypotheses, findings, conclusions

Proposition 1. Being unusually different or unusually similar to one's parents, especially to the mother, is significantly associated with performing below ability in a required course of study. Performance at and beyond measured ability tended to accompany positions of moderate similarity, showing both less rebelliousness and less conformity in the parental relationship. For the TAT cards, there was a tendency (significant at the .01 level) for those who did well in physics to perceive a youth in contact with an older man as assertive, striving, and active. Those doing less well tended to see the same youth as less assertive, more submissive, more passive. The group who were academically suspended generally told stories showing an unusually positive, affectionate relationship with the mother figure. This was true to a significantly greater extent for this group than for four of the other five groups. This was interpreted as indicating unfulfilled rather than fulfilled needs.

Proposition 2. Those who successfully completed the physics course told stories which focused significantly more often on the prescribed tasks than did those of either one of the two academic deficiency groups or those in the group who shifted into another college. Serious attempts to cope with the prescribed problem in the story stem and to reach some sort of solution characterized the stories both of the successful physics students and those who left the college in good standing to a greater extent than they did for those who were academically suspended.

Proposition 3. The academic deficiency group presented a greater frequency of reaction formation in their Activities Index profiles than

did the other two main groups, and thus manifested a greater degree of conflict. They were also characterized as being less responsive to what others wanted and more concerned with their own independent perceptions of a situation.

Additional data on 30 of the subjects (10 from each of the main groups) were obtained through parent interviews, and tended to confirm the findings from the formal measuring instruments.

VII. The instruments used to measure the subject's perceived similarity to his parents were a) the mother and father cards of the TAT, and b) a specially designed similarity scale. The latter indicated the behavioral set of the individual toward his parents: either like them or different from them. It was scored for discrepancies between the self and the father and the self and the mother. The scale items are not reproduced in the article.

Reality orientation or avoidance was measured through the use of two incomplete story stems. The stem of the first incomplete story presented a structured supervised task with sufficient ambiguity to make possible a variety of endings depending on the preferences of the respondent. The second incomplete story presented an unstructured, unsupervised situation, again with the same kind of ambiguity allowing for variations of stories told. Each student had ten minutes for each story. The stories were scored both with respect to general involvement with or avoidance of the task and concentration on personal or task aspects of the story. The content of the story stems used is not revealed in the article.

Interpersonal behavior was measured by the Stern Activities Index. The aim was to represent in a standardized way both the kind and intensity of movements an individual made as he interacted with other individuals. Again, the items of the index are not described.

Reliability data is not given for any of the measuring instruments used.

8 I. Cottle, W. C. (1950), "A Factorial Study of the Multiphasic, Strong, Kuder and Bell Inventories Using a Population of Male Adults," Psychometrica, 15: 25-47. (Columbia University-Psychology Library)

II. Comments

In a centroid factor analysis of the Multphasic, Strong, Kuder, and Bell inventories using a population of 400 adult males, eight common factors dealing with aspects of personality as measured by these instruments were isolated. Seven of the factors were meaningful and one was residual. This study indicates little overlap between the two personality and the two interest inventories. It would appear that factors found in these instruments measuring aspects of personality are dichotomous in nature and are not common to the two types of instruments included in this study. That is, two of the factors were common to the two personality inventories and five of the factors were common to the two interest inventories. The two factors common to the personality inventories indicate a great deal of overlap between the sub-scores on these two instruments; the overlap of subtests of the interest inventories serves to emphasize that the parts of these two tests which one would expect to find related do have saturations of a common factor.

9 I. Field, F. L. Kehas, J. D., and Tiedman, D. V., (1963), "The Self Concept in Career Development: A Construct in Transition," Personnel and Guidance Journal, 41: 767-771. (T. C. 2nd Fl. Lib.)

II. Comments

This article is a somewhat brief consideration of recent theoretical trends in vocational self-concept research. Two views of self-concept are differentiated: self as process (the process of self-conceptualization), and self as object. Implications of the former notion for research are discussed. It is suggested that insight into the "experiencing style" (the ongoing relationship of perceived self to perceived situation) as the basis for occupational choices, is more important for purposes of counseling and prediction than the manifest choices themselves. No experimental designs for probing the "experiencing style" are offered, however.

10 I. Bibliographic citation

Form, William H., and Geschwender, James A. (1962), "Social Reference Basis of Job Satisfaction," American Sociological Review, 27: 228-237, (T. C. Lib. 2nd Fl.).

II. Problem, thesis, objectives

The research task is to demonstrate that for manual workers in an industrial community, job evaluations are not so much a function of theirs or their parents occupational aspirations, but a response to the occupational position which their parents and brothers occupy. If these relevant others occupy positions above the subject, he should feel less satisfied with his job situation, or if they are the same or lower, he should feel relatively more satisfied.

III. Concepts and variables

Data concerning occupation, income, education, age, job tenure, marital status, number of children, father's occupation, occupations and ages of all brothers in the labor force, occupational aspirations, parents occupational aspirations for the respondent, job satisfaction, and other related data, were obtained.

IV. Data collection techniques

Data for the study were obtained from 545 interviews with manual workers (includes skilled, semi-skilled, unskilled, and manual clerical categories) taken in 1950-1951 in Lansing, Michigan. Every tenth name was selected from the Polks Lansing Directory of 1950 and those who could not be classified as manual workers were eliminated.

V. Techniques of analysis

Job satisfaction was measured by the question, "How do you like your job?" Five response categories were used - very good; pretty good; average; not so good; and, not at all- which were scored 5, 4, 3, 2, 1, respectively. Prestige levels of occupation were assigned values

as follows: professionals and semi-professionals, 7; owners/managers, officials, and self-employed, 6; clerical, office and sales, 5; skilled workers, formen, and direct supervisors, 4; farm owners, managers, tenants, (farmers unspecified), 3; semi-skilled workers, and apprentices, 2; service workers, unskilled laborers, and farm laborers, 1. The variables mentioned in Section III above were associated with mean job satisfaction scores for those in the respective occupational groups. T-test and Chi-square tests of association were used.

VI. Hypotheses, findings, conclusions

Four major hypotheses were tested with the following results:

1. There will be no association between job satisfaction and occupational achievement relative to parents' occupational aspirations for the respondent. Findings: Almost four fifths of the respondents reported that their parents had no occupational aspirations for them. The number that did report parental aspirations was too small for meaningful statistical analysis.

2. There will be a positive association between job satisfaction and occupational level relative to that of one's father. Findings: Job satisfaction of those respondents who surpassed their father's occupational level was significantly higher than job satisfaction of those who had not attained their father's level. Respondents who maintained an occupational level similar to their father showed job satisfaction higher than the downwardly mobile group, but only slightly below the upwardly mobile group.

3. There will be a positive association between job satisfaction and occupational level relative to that of one's brothers. Findings: (Only respondents with one working brother were included in this group.) Respondents surpassing their brother's level show significantly higher satisfaction than those who equal their brother's level. The latter group surpasses in satisfaction the group who have not achieved their brother's level, but this difference is not significant.

4. There will be a positive association between job satisfaction and generational mobility score (GOMS). Findings: GOMS is a measure of respondent's mobility relative to the mobility of all sons of fathers occupationally similar to the respondent's father. Those respondents who have achieved relatively greater amounts of upward mobility show moderately higher job satisfaction scores.

Some of the variables listed in Section III above were associated with job satisfaction with the following results:

a. Married workers were more satisfied than single workers.
b. Workers with more than two children were more satisfied than those with less than two.
c. Workers over forty were more satisfied than those under forty.
d. Workers with more than ten years on the job were more satisfied than those with less than ten years on the job.
e. Workers earning more than $2.00 per hour were more satisfied than those earning less.

f. Workers in higher prestige jobs were more satisfied than those in lower prestige jobs.
g. Amount of education showed slightly negative association with job satisfaction.

VII. The interview instrument itself was not described in the article. The variables that were sought were listed and it would be assumed that the items dealing with them were of a direct and obvious nature. No mention is made of source material for the interview as a whole.

The job satisfaction and prestige scales have been described already (Section V).

The generational occupational mobility score (GMOS) is the result of a somewhat complex statistical process in which the sons of fathers who share a similar job classification are rated as to their relative occupational mobility. The process is described in detail in the following article:

Geshwender, James A., "Theory and Measurement of Occupational Mobility," American Sociological Review, 26: 451-452 (T. C. 2nd Fl. Lib.).

11 I. Bibliographic citation

Herriott, R., "Some Social Determinants of Level of Educational Aspirations," (1963), Harvard Educational Review, 33: 157-177. (T. C. 2nd Fl. Lib.).

II. Problem, thesis, objectives

The general theoretical model of this study is that the level of aspiration of an individual may be viewed in part as a function of: 1) his level of self-assessment relative to others in his reference group, and 2) the level of the expectations perceived to be held by significant members of his reference group.

The following three general hypotheses were developed for empirical testing:

i. The higher the level of self-assessment relative to others, the higher the level of educational aspiration of adolescents.

ii. The higher the level of expection perceived from significant others, the higher the level of educational aspiration of adolescents.

iii. Holding constant level of self-assessment relative to others, the more an expectation perceived from a significant other is valued, the stronger the association between level of expectations perceived from significant others and level of educational aspiration.

III. Concepts and variables

Twenty-three variables were used in the study. The one dependent variable was level of educational aspiration (represented in the form of eight mutually exclusive future plans, ranging from dropping-out of high school to completing a post-college graduate or professional school).

Seven variables pertained to self-assessment (included were intellectual, economic, and social factors). Eleven variables pertained to the loci of expectations relevant to educational plans in the reference group (father, mother, counselor, friend, etc.). Four variables related to the degree that a particular expectation was valued.

IV. Data collection techniques

Data were collected by means of a specially designed 30-minute questionnaire (Your Future Plans) administered to 1489 adolescents in one public high school in western Massachusetts. (The qualitative characteristics of the sample and the method of its selection are not given.)

V. Techniques of analysis

The design of the study called for a series of zero-order, partial, and multiple correlations to be used in testing the three hypotheses. In testing hypothesis i, zero-order correlations between each of the seven self-assessment variables and level of educational aspiration were computed. The multiple correlation of the seven variables with educational aspiration was computed. Hypothesis ii was tested by a parallel analysis using the eleven expectation variables. In testing hypothesis iii, seventh-order partial correlations between each of the four "most valued expectation" variables and educational aspiration (holding constant the association of the seven self-assessment variables and educational aspiration) were computed.

VI. Hypotheses, findings, conclusions

The results of the analysis support all three hypotheses with most coefficients significant at the .001 level. Of the self-assessment variables, "intellectual performance," "economic performance," and "social performance (school)" have the strongest influence on educational aspiration. Of the expectation variables, the expectations perceived from "friend of the same age," "senior high counselor," "father," "mother," "friend a few years older," and "older sibling or relative" are most important in respect to educational aspiration.

VII. Although the Your Future Plans questionnaire is described in a general way in this study, neither the actual items that appear on it, nor the format in which they are arranged are revealed. It would seem that all three of the areas that it covers (self-assessment, expections of others, and educational plans) are immediately germaine to the educational activity of non-college bound young adults.

12 I. Bibliographic citation

Kilbrick, Anne K., and Tiedeman, D. V., (1961), "Conceptions of Self and Perception of Role in Relation to Continuation in Schools of Nursing," Journal of Counseling Psychology, 8: 62-69, (T. C. 2nd Fl. Lib.)

II. Problem, thesis, objectives

The basic experimental postulate in this study is that the perseveration towards the objective of becoming a nurse is a direct function of the

amount of correspondence existing between the images of student and supervisor when the student embarks upon her training.

III. Concepts and variables

The subjects were evaluated with respect to six types of variables: 1) Knowledge of the training program; 2) Knowledge of the activities of a nurse; 3) Image of the attributes of the ideal nursing student; 4) Knowledge of her rights and obligations in relating with superiors, peers, and patients; 5) Conceptions of herself and her superiors conception of the attributes of the ideal nursing student; 6) Conceptions of herself and her conception of the attributes of the ideal nursing student.

IV. Data collection techniques

The entire classes entering each of seven greater New York Area nursing schools under the control of a hospital in fall term, 1956 were studied. Data were obtained from 460 girls by questionnaires. From three to four nursing supervisors in each of the schools also responded to the questionnaire items.

V. Techniques of analysis

A student of nursing in a hospital school works in close collaboration with her supervisor and the supervisor assumingly sets the image of the nurse for the student in important ways as a result. For this reason, student's image of the attributes of a nurse and her work role were related with those of the supervisor on the presumption that this was the reality a student needed to learn. The basic variable, in respect to which the data were analyzed, was the amount of correspondence between an entrant's conceptions of a nurse and similar conceptions held by those who would later supervise the student. Eighteen scores were constructed for each girl according to the combinations of agreement and disagreement with the supervisor on each of the six variables. A point biserial correlation of each of the eighteen variables with perseveration towards the goal of nurse was obtained for each nursing school.

VI. Hypotheses, findings, conclusions

Most of the variables are related to perseveration in largely a random manner. Three possible exceptions are the variables dealing with consistency in the students statements of the attributes of the ideal nurse, of her rights and obligations in her social relationships, and of her self-conception in relation to her supervisor's conception of the ideal nursing student. Taken as a whole, although some significant if modest correlations do appear, there seems to be little hope that these variables can be used in a general way to anticipate a flagging interest in continuation on the road to becoming a nurse.

VII. The experimental variables were measured by questionnaires which were so constructed as to require a dichotomous answer to statements of the following kinds:

1. Information about the structure of the nursing program and of life in the residence and on the wards (100 items). Items were arranged developmentally covering the general educational program, the preclinical period, and the clinical period.

2. Activities required of the nursing student (e.g. record keeping, teaching, procedures, resolution of problems, and cleaning) (100 items).

3. Personality characteristics and behaviors generally organized by the system of needs proposed by Murray, and collaborators, (1938) (100 items) (answered first in terms of the ideal nursing student and later in terms of self).

4. Rights and obligations of the nurse in relation to superiors, peers, and patients (115 items).

Examples of the actual questionnaire items are not given, but it would appear that for the most part they are of a nature highly specific to the nursing situation investigated in this study.

13 I. Miller, D. C., and Form, W. H. (1951), Industrial Sociology, New York: Harper, pp. 535-538, 705-711, 741-747. (T. C. 4th Fl. Lib.).

II. Comments

The cited passages in this book pertain to the following: pp. 535-538. Five periods in the lifework pattern are identified and discussed: 1) preparatory, 2) initial, 3) trial, 4) stable, 5) retirement.
pp. 705-711. Several occupational groups are analyzed with respect to vertical mobility.
pp. 741-747. Several occupational groups are described in terms of equilbrating and causative factors.
The passages are of a very general nature and appear to be somewhat dated. Some interview schedules are reproduced in the text for use in gathering data relevant to the five periods listed above. These are meant to be guides for research and whether or not they have actually been used is not revealed.

14 I. Miller, George A., Galanter, Eugene, and Pribram, Karl H. (1960), Plans and the Structure of Behavior, New York: Henry Holt and Co.

II. Comments

The authors develop what amounts to a psychological system of cognition and behavior stressing the Plan and the Image as central concepts. A Plan is any hierarchical process in the organism that can control the order in which a sequence of operations is to be performed. The Image is all the accumulated, organized knowledge that the organism has about itself and its world. The relationship between the two constitutes the central problem of the book.

15. I. Myers, M. Scott, (1964), "Who Are Your Motivated Workers?" Harvard Business Review, 42:73-88. (T.C. 2nd floor library)

II. Comments

Through the use of what appears to be semi-structured interviews, factors influencing job motivation and dissatisfaction were investigated during a six-year study that took place at Texas Instruments Incorporated. The study points out that the factors in the work situation which motivate employees are different from the factors that dissatisfy them. Motivation stems from the challenge of the job through such factors as achievement, responsibility, growth, advancement, work itself, and earned recognition. Dissatisfactions more often spring from factors peripheral to the task such as wages, work rules, fringe benefits, and the like. It is when opportunities for meaningful achievement are eliminated that the worker tends to become sensitized to his environment and begins to find fault.

16. I. Bibliographic Citation

O'Hara, R. P., and Tiedeman, D. V., (1959), "Vocational Self-Concept in Adolescence", Journal of Counseling Psychology, 6: 292-301. (T.C. 2nd floor library)

II. Problem, Thesis, Objectives

This investigation relates the subjects estimates of their present status (self-concept) with regard to aptitudes, interests, social class, and values to assessments of their standing in each of these categories as revealed by tests or statements of preference.

III. Concepts and Variables

Five areas of variables were investigated, both with respect to objective measurement and self-estimation by the subjects: aptitudes, interests, social class, general values, and work values.

IV. Data Collection Techniques

Data were obtained from a total of 1021 ninth, tenth, eleventh, and twelfth grade boys in attendance at a private Catholic day school in Boston in March of 1958. The respective grades were homogeneous with respect to intelligence, religion, and sex, by virtue of administrative policy.
Objective measures for each of the variables were obtained by the following instruments:

1. Aptitudes: The verbal reasoning, numerical ability, mechanical reasoning, space relations, and abstract reasoning scales of the D.A.T. (Form A, 1947).
2. Interests: The ten scales of the Kuder Preference Record (vocational, Form CH, 1948).

3. Social Class: The Home Index of Gough (1949).
4. General Values: A modification of the Study of Values (Allport, Vernon, and Lindzey, 1951).
5. Work Values: The Work Values Inventory (Super, 1955).

For every variable, the self-estimate requested was oriented by adaptation of the definition provided by the test or inventory cited above. The questionnaire gives the actual definitions of the variables for which subjects provided self-estimates.

V. Techniques of Analysis

For the data of each grade, the relationships between self-estimates and estimates provided through inventories are summarized for each variable by means of the canonical correlation coefficient (Hotelling, 1955). The social class data was correlated by means of the product moment correlation coefficient, since there was only one scale involved.

VI. Hypotheses, Findings, Conclusions

The analysis of the data clearly reveals that self-concepts in the areas of interests, aptitudes, and work and general values are clarified as boys pass through grades nine through twelve. The relative order in the relationship between self-estimates and test estimates of the several areas is approximately the same for the first three years of high school. Interest scores are most highly related to their respective self-ratings with correlations for work values, general values, aptitudes, and social class following in that order. By the senior year, the relationship of aptitudes to self-ratings of aptitudes surpasses that of general values to self-ratings of those values. There seems to be no gain in awareness of social class in these grades.

VII. Data Collection Form

The objective measures of the variables under investigation were listed in section IV above. The self-estimate instrument was also described in as much detail as the authors provide. It was stated that a copy of the self-estimate questionnaire would be supplied by the authors on request. It is perhaps worth noting that the nature of the correlations between self-estimate and test estimate ranged generally from quite low to moderate, and that the authors gave no evidence of having subjected their self-estimate questionnaire to a reliability study.

17. I. Bibliographic Citation

Pearlin, Leonard I., (1962), "Alienation from Work", American Sociological Review, 27: 314-326. (T.C. 2nd floor library)

II. Problem, Thesis, Objectives

This study investigates the relationship of worker alienation to three aspects of the organization of a mental hospital: authority structure, opportunity structure, and work groups.

III. Concepts and Variables

Alienation is defined as a feeling of powerlessness over one's own affairs -- a sense that things that importantly affect one's activities and work are outside one's control. Variables relating to authority structure are: 1) Positional disparity in authority relations -- the distance separating the subject from superior in the authority hierarchy. 2) Status obeisance -- respect for authority as such. 3) The way authority is excercised. 4) Physical accessibility of superior. Variables relating to the opportunity structure are: 1) Rate and level of advancement. 2) Feelings about work rewards - a) pay, b) promotion, c) getting ahead in life. Variables relating to the work group are: 1) Working shift. 2) The salience of having someone to talk to as a work problem. 3) Friendships among fellow workers.

IV. Data Collection Techniques

The subjects of the study are members of the nursing service at St. Elizabeths Hospital in the District of Columbia. Two data collection instruments were used: one is a self-administered questionnaire given to all nursing personnel below the position of nursing supervisor; the other is a form, filled out by individuals in charge of each of 156 wards, that asks for demographic and psychiatric characteristics of patient ward populations, the employment of various ward programs and policies, and staffing practices. 1138 of the questionnaires were completed as were 152 of the ward forms.

V. Techniques of Analysis

The questionnaires were scored with respect to the above variables. A measure of alienation was derived from the use of a four item Guttman scale. Subjects received scores ranging from zero through four accordingly as their responses indicated greater degrees of alienation. Each of the other variables was then analyzed with respect to the amount of alienation with which it was associated. Chi-square tests of significance were used, with most results significant at less than the .05 level.

VI. Hypotheses, Findings, Conclusions

With regard to authority, alienation was found to be highest in those situations that were most restrictive of interaction and reciprocation between subordinate and superordinate. Obeisance was found to be a factor that greatly mitigated alienation. Alienation is most conspicuous among those who have achieved little or no advancement and is remarkably low among those who have accomplished relatively substantial advancement. Satisfaction with job rewards serves to dissipate alienation, and conversely, dissatisfaction tends to breed alienation. With regard to alienation and the work group, it was found that those who worked alone tended to be more alienated, while alienation occurs less among those who have managed to establish friendships among their fellow workers.

VII. Data Collection Form

The questionnaire used in this study was not reproduced or thoroughly described. A few of the items were given and discussed, notably the Guttman scales pertaining to alienation and obeisance. It would seem that alienation as it is defined and investigated in this study would be of possible significance as a variable connected with the participation by non-college bound young adults in educative activity.

18. I. Tiedeman, D.V., and O'Hara, R.P., (1963), Career Development: Choice and Adjustment, Princeton, New Jersey: College Entrance Examination Board. (T.C. 3rd floor library)

II. Comments

This monograph sets forth a theoretical framework for career development based on the notion that career development includes the development of an orientation toward work that evolves within the psycho-social process of forming an ego-identity (differentiation and integration). Several case histories are analyzed with respect to differentiation and integration of both career choice and personality development which are viewed as being interrelated. Research in the field of career development is discussed.

19. I. Bibliographic Citation

Tiedeman, D.V. and Sternberg, J.J., (1952), "Information Appropriate for Curriculum Guidance", Harvard Educational Review, 22: 257-274. (T.C. 2nd floor library)

II. Problem, Thesis, Objectives

This study is intended to provide further illustration of the fact that discriminant analysis of multivariate data (in this case scores on the Differential Aptitude Test in relation to curriculum choice in high school) provides information enabling inter-group differentiation not provided by the customary procedures of regression analysis. The utility of the DAT as a curriculum guidance instrument is also examined.

III. Concepts and Variables

Variables employed in the study are those derived from the eight subtests of the DAT. Criterion data in the form of curriculum choice and course grades were also obtained.

IV. Data Collection Techniques

The DAT (Form A) was administered to ninth graders in Waltham, Massachusetts (number of subjects is not specified) in the spring

of 1950. The results of this test were not available to counselors when they counseled the pubils about their curriculum choice. Therefore, the choices of the pupils were not influenced by a knowledge of these particular test scores. Choices were made in terms of many other kinds of information that were used before Waltham considered use of the DAT. Five curricula choices were open to the subjects, but because most of the students chose either the college preparatory or business options, the three other curricula did not include enough subjects to warrant analysis. After January 1951, information concerning the curriculum in which it was reasonably sure a pupil would remain was obtained along with a grade average for the first term of the 10th grade.

V. Techniques of Analysis

The data are analyzed first by means of the multiple regression technique and the results are discussed. A discriminant analysis is then performed and compared with the regression analysis. A discussion of the relative merits and shortcomings of the two techniques constitutes the major part of the study.

VI. Hypotheses, Findings, Conclusions

The general results of the regression analysis led to the conclusion that the DAT was not a very useful tool for curriculum guidance at Waltham. Discriminant analysis, on the other hand, indicated that the DAT did a satisfactory job of differentiating pupils who chose either the college preparatory or business curriculum. It was also possible to develop probability statements about group membership on the basis of discriminant scores which one could not make on the basis of regression scores.

20. I. Bibliographic Citation

Vroom, Victor H., (1962), "Ego Involvement, Job Satisfaction and Job Performance", Personnel Psychology, 15: 159-177. (T.C. 2nd floor library)

II. Problem, Thesis, Objectives

This study is directed at exploring some of the implications of ego-involvement in a work role for satisfaction with that role and performance within it. The theoretical foundation of the study can be expressed, for purposes of testing, by the following two hypotheses:

I. The greater the amount of autonomy afforded a person in his work role, the greater the positive relationship between the amount of his ego-involvement in his job and his level of job performance.

II. The more ego-involved a person is in his job the greater the positive relationship between the amount of his opportunity for self-expression in that job and his job satisfaction and adjustment.

III. Concepts and Variables

The variables to be studied are ego-involvement (defined to be the extent to which perceived level of job performance influences self-esteem), job performance, opportunity for self-expression, autonomy, satisfaction with self, satisfaction with health, work-related tension and absences. The last four variables are regarded as reflecting some aspects of the worker's adjustment to his job.

IV. Data Collection Techniques

Data relevant to the first hypothesis were obtained in a study of 94 supervisory and 305 non-supervisory employees in a medium sized electronics manufacturing company located in the southwestern United States. The data for the second hypothesis were obtained in a study of 489 blue collar workers in a large Canadian oil refinery. Job performance was measured by superviosr's rating of the subject. The other variables were measured through the use of a self-report questionnaire.

V. Techniques of Analysis

Hypothesis I was tested by comparing mean job performance scores of persons high in ego-involvement with those with lower scores on ego-involvement. Separate comparisons were made for those at various levels of autonomy. Hypothesis II was tested by correlating the measures of satisfaction and adjustment for persons high, moderate and low in ego-involvement. The criterion of significance for these comparisons was the .01 level.

VI. Hypotheses, Findings, Conclusions

1. Persons who are ego-involved in their jobs are rated higher in job performance than those who are not ego-involved in their jobs. There is also some tendency for the relationship between ego-involvement and performance to be greater for persons who are high in autonomy, although the results are not significant.
2. The job satisfaction and satisfaction with self of persons who are ego-involved in their jobs are significantly more positively related to the amount of their opportunity for self-expression in their jobs than is the case for persons low in ego-involvement. Similar but nonsignificant differences were also found for measures of satisfaction with health, reported feelings of tension, and frequency of absences.

VII. Data Collection Form

The details of the methodology of data collection were left extremely vague in this study. No information was given as to how the sample was chosen or to how the self-report questions were administered to the subjects; nor was the rationale behind the selection of the two industrial settings made clear.
The questions used to assess the variables under investigation were reproduced. Some of these questions are listed below, along with the variables each of them is intended to measure.

Ego-Involvement:
Q. If a problem comes up in your work and it isn't all settled by the time you go home, how likely is it that you will find yourself thinking about it after work?
_____ I am almost sure to think about it after work.
_____ There's a pretty good chance I'll think about it.
_____ I probably wouldn't think about it.
_____ I'm almost sure I wouldn't think about it after work.

Job Satisfaction:
Q. 1. How do you feel about your supervisor?
_____ Very well satisfied
_____ Well satisfied
_____ Satisfied
_____ Not too well satisfied
_____ Not at all satisfied

Q. 2. How do you feel about the kind of work that you do on your job?
_____ Like it very much
_____ Like it
_____ Neither like it nor dislike it
_____ Dislike it
_____ Dislike it very much

Q. 3. All in all, how do you feel about your job?
(Same response alternatives as Q. 1.)

Autonomy:
Q. 1. How free do you feel to set your own work pace?
_____I have no freedom at all to set my own work pace.
_____ I have little freedom.
_____ I have some freedom.
_____ I have quite a bit of freedom.
_____ I am completely free to set my own work pace.

Opportunity for Self-Expression in the Job:
Sum of responses to 9 questions concerning ego-relevant properties of job.
How much chance do you get
1. to do interesting work?
2. to try out your own ideas?
3. to do the kinds of things you are best at?
4. to feel at the end of the day that you've accomplished something?
5. to learn new things?
6. to finish things?
7. to do things your own way?
8. to work without feeling pushed?
9. to use the skills you have learned for this job?
Each question was answered on a five-point scale (a very good chance to no chance). An analysis of the intercorrelations between the 9 items for 489 cases indicated that all items are positively correlated with coeffieients ranging from .26 to .57, with a median of .39.

Measures of adjustment to the job were obtained by straightforward questions pertaining to work related tension and to satisfaction with self and health; number of absences in the year previous to data collection was obtained from management records.

21. I. Webster, H., Freedman, M., and Heist, P., (1962), "Personality Changes in College Students", in Sanford, R.N. (ed.), The American College, New York: Wiley. (T.C. 2nd floor library)

II. Comments

This article is a rather comprehensive survey of research in the area of college induced personality change. Little is mentioned concerning variables affecting the decision to attend college in the first place. However, several of the cited references have possible relevance to variables influencing the educative activity of young adults. These references have been listed on the supplementary bibliography.

22. I. Blau, Peter M., et. al. (1956), "Occupational Choice: A Conceptual Framework", Industrial and Labor Relations Review, 9: 531-543. (Barnard Library)

II. Comments

Factors influencing an individual's selection of an occupation are related in a conceptual framework in this article which endeavors to tie together in a meaningful pattern the economic, psychological and sociological aspects of job choice. The article does not present, however, a theory of occupational choice, rather, the purpose of the authors is to set up a systematic pattern for empirical research, out of which it may be possible at a future date to develop a theory. There is no reference to instrumentation.

23. I. Hagan, D., (1960), "Careers and Family Atmospheres: An Empirical Test of Roe's Theory", Journal of Counseling Psychology. 7: 251-256. (Psychology Library, Columbia)

II. Comments

This study was designed as a test of Roe's theory that certain aspects of childhood environment determine the type of occupation that an individual will pursue. Data from an older longitudinal study (The Study of Adult Development begun at Harvard in 1938) were used for this investigation. Both childhood and later occupational data were available for 245 subjects and when childhood environment was analyzed in terms of Roe's theory, it was possible to check the accuracy of occupational prediction with a work history. In only one case (casual childhood atmosphere predicting technology careers) was occupation

predicted better than chance, and hence Roe's theory was not considered to be validated. Several tentative explanations are offered to account for the findings.
Actual methods of data collection are not discussed in the article.

24. I. Bibliographic Citation

Myers, M. Scott, (1966), "Conditions for Manager Motivation", Harvard Business Review, Vol. 44, No. 1, 58-71. (T.C. 2nd floor library)

II. Problem, Thesis, Objectives

The purpose of this study was to investigate the role of various attitudinal and procedural factors in influencing the motivation of managers.

III. Concepts and Variables

The questionnaire used to obtain data was designed to assess attitudes towards company and its administrative climate, feelings about status symbols, opportunities for self-actualization, and assumptions about human behavior and supervisory styles of managers.

IV. Data Collection Techniques

The 99 item questionnaire was completed by 1344 employees of the Dallas branch of Texas Instruments in various levels of management. (Sampling procedures and other details of data collection are not described in the article.)

V. Techniques of Analysis

The 1344 returned questionnaires were factor analyzed by computer. The following eight factors influencing responses were identified: (In order of importance) 1. Motivation on the job. 2. Supervisory style of the boss. 3. Work after hours. 4. Attitude toward status symbols. 5. Assumptions about people. 6. Recreation and community activities. 7. Freedom of action. 8. Job Pressure.

VI. Hypotheses, Findings, Conclusions

The major findings of the study are summarized as follows:
Motivation of the manager is strongest when he is realizing his potential - becoming what he has the capacity and and desire to become.
Motivation is strongly related to the supervisory style of the immediate boss: "developmental" supervisors stimulate motivation; "reductive" supervisors inhibit motivation.
Motivation is highest among top management.
Style of supervision is uniformly distributed through all levels of management; however, high level managers tend to know the "right" answers about supervisory practice better than lower level managers.
All managers prefer a developmental supervisor regardless of their own values or the style of supervision they practice themselves.
Reductive supervisors are generally insensitive to their propensity for quashing motivation, and in fact rate themselves on a par with developmental supervisors.

VII. Data Collection Form

The questionnaire used in this study was in no way described other than to reveal the number of items it contained and the range of variables it was designed to assess.

25. I. Bibliographic Citation

Rosenberg, Morris, (1955), "Factors Influencing Change of Occupational Choice", in Lazarfeld, P.F., and Rosenberg, M. (eds.), The Language of Social Research, The Free Press of Glencoe, Inc., 250-259. (T.C. 4th floor library)

II. Problem, Thesis, Objectives

This study investigates the relationship of certain factors of attitude and value orientation to change of occupational choice.

III. Concepts and Variables

The main variables with which the study is concerned are the following: occupational choice, occupational values, political ideology, source of life satisfaction.

IV. Data Collection Techniques

Two studies of students' values were conducted with representative samples of the undergraduate population of a large eastern university in 1950 and 1952 (qualitative and quantitive data are not given for the samples). Data were collected via questionnaire on both occasions and since a number of the same people filled out questionnaires in 1950 and 1952, it was possible to investigate the changes in attitudes and values which had occurred among them during the two year period. It was also possible to note changes in occupational choice as reflected in changes of curriculum over the two year period for each of the subjects.

V. Techniques of Analysis

The various occupational choice groups (e.g., prospective teachers, businessmen, doctors, etc.) were analyzed with respect to attitudes and value orientation. Data on value orientation were related to change in occupational choice over the two year span. The percentage of those in a given occupational choice group professing a given value who changed their occupational choice was compared to the percentages of those of the same or different values who did not change.

VI. Hypotheses, Findings, Conclusions

The data reveal a trend toward psychological consistency between occupational values and occupational choice. For example, it is found that as a group, business students are oriented to the extrinsic rewards of their occupations such as money and status, while for prospective teachers, "people-oriented" values are most important. An extrinsically oriented teacher, as well as a "people-oriented"

businessman, is significantly more likely to exhibit a change in occupational choice than is his psychologically consistent counterpart. Similar findings are reported for other occupational choice groups and their corresponding value orientations. In the course of the two year period, the inconsistents tended to become more consistent and the consistents tended to remain consistent. Consistency was achieved by either a change in occupational choice or a change in occupational values with about the same frequency.

VII. Data Collection Form

Little information is given as to the length and composition of the questionnaire. An excerpt from it was reproduced in the article and is attached below.

The question dealing with occupational values was phrased in the following way:

"When they reported their requirements for an IDEAL JOB OR PROFESSION, students said it would have to satisfy certain requirements. Some of these requirements are listed below.

As you read the list, consider to what extent a job or career would have to satisfy each of these requirements before you could consider it IDEAL.

Indicate your opinion by writing:

H (high) next to the requirements you consider highly important
M (medium) next to the requirements you consider of medium importance
L (low) next to the requirements you consider of little or no importance, irrelevant, or even distasteful to you.

Indicate H,M,L	The ideal job for me would have to.....
.....A.	"Provide an opportunity to use my special abilities or aptitudes."
.....B.	"Provide me with a chance to earn a good deal of money."
.....C.	"Permit me to be creative and original".
.....D.	"Give me social status and prestige."
.....E.	"Give me an opportunity to work with people rather than things."
.....F.	"Enable me to look forward to a stable, secure future."
.....G.	"Leave me relatively free of supervision by others."
.....H.	"Give me a chance to exercise leadership."
.....I.	"Provide me with adventure."
.....J.	"Give me an opportunity to be helpful to others."

Now GO BACK and look at the requirements you rated "high". Rank them in the order of importance to you by writing next to each H

1. for the most important
2. for the next in importance

and so on, for all the H's on your list. Do not rank the ~~M's and L's.~~"

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